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ABSTRACT

Developed by the Initial Learning in Mainstreaming Project, the manual presents an instructional program to teach mainstreamed handicapped elementary school students the carrying process (regrouping) for addition. In addition to detailed teaching instructions and text of tape recordings for students, the manual includes tests, worksheets, and pages to be made into transparencies for projection. (DLS)

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THE CARRYING PROCESS
(Regrouping)

BY NELDON KINGSTON

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Title III 306 E.S.E.A.
Initial Learning in
Mainstreaming Project
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Regrouping (Carrying)

Transparencies	Worksheets and Tests
#1	#1..... Tape
#2..... Tape	#2
#3	#3
#4	#4
#5	#5
#6	#6
#7	#7
#8	#8
#9	Follow-up Sheet #1
#10..... Tape	#2
#11	#3
#12..... Tape	#4
Optional 1 through 7	#5
	#6
	Final Test

Transparencies	Worksheets & Tests to be Recorded
#1 through #12	Worksheets #1, #2, #3, #4, #5, #6,
Optional - #1 through 7	#7 and #8
5 Review	Final Test

THEORY EXPLANATIONS

You will notice that there is no explanation as to why we do these things or why the rules work. If you desire to give such explanations, do it after the students have learned how to perform the process. Generally your textbook may be of help in this. If questions are asked regarding this by students, during process instruction, you should try to delay an explanation of this until later. If need be provide a VERY BRIEF explanation and tell the student to remind you and you will explain it later on but you don't want to get into it now because it might confuse some students.

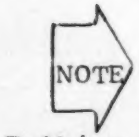
Often students will know how to do a particular process such as carrying but will miss the problem for other reasons such as addition facts. Because of this, it is often desirable to score papers for process (which is the specific concept you are trying to teach) and total (which is the right/wrong score). By doing this, students get feedback on the concept being taught. Too often, if this isn't done, students think they don't know the process being taught and begin to try exotic counter productive methods that slow down learning in order to come up with what they hope is the correct procedure.

BEFORE BEGINNING THIS UNIT

Study the explanation as to the purpose of transparencies #2-#9. It is important to be aware of why each example is used so as to reinforce the desired learning during the explanation. (See page for the explanation.)

ALSO STUDY

The sample dialogue of transparency #2 so as to have in mind a method of illustrating and reinforcing the rules. The exact words of the sample dialogue do not have to be used. There is an optional tape of the sample dialogue which may be used if the teacher desires.

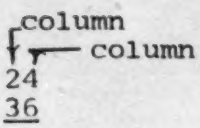


Talking over tape

During tape-transparency presentation feel free to talk out over the tape in order to provide emphasis on important points for your class. On rare occasions, it may be necessary to stop the tape to provide additional insight needed by a particular class. This should be done in accordance with the teacher's best judgement.

EXPLAIN

what is meant by a column in case students have forgotten.



PLACE

transparency #1 on the screen. READ the rules to the class and state that the rules are VERY IMPORTANT. RE-READ the rules to the class.

PLACE

transparency #2 on the screen. Using the tape, go through the problem pointing, etc. in harmony with the tape to show how each rule applies to the solution of the problem.

A sample dialogue is provided for transparency #2. The purpose of this is to illustrate how the rules can be reinforced and applied during the solution of the problem. A tape is provided of this sample dialogue. At the teacher's option, she may choose to use the tape instead of providing the dialogue herself to this problem. In which case, she would follow along with the tape pointing, gesturing and etc. at appropriate places on the transparency.

NEXT

Do the same thing for transparency #3 - #9 as was done for transparency #2.

The following is an explanation as to why each transparency #2 - #9 is used.

#2 A basic example, allowing illustration of each rule during a step in a clear concise manner.

#3 Provides an example of a column that DOES NOT involve carrying in a problem that does involve carrying. The purpose of this is to provide an example illustrating that one may not always have to carry to prevent the indiscriminate use of carrying.

#4 This is a column problem that allows the illustration of carrying in a different setting and is used to establish the fact that one is not the only number carried.

#5 Has a non-example of carrying in a column and also provides an example of what to do if a number is carried to a column headed with a zero in case a student might become confused by this. This problem also lets rule 3 apply to a single digit sum.

#6 Has an example of 9 in case there might be confusion by a student on how a 9 would be treated. (The rule is <u>more</u> than 9)

#7 Provides an example using smaller numbers, which the student might be more familiar with. It also provides an example where the sum ends with zero.

#8 is a typical type problem using the smaller numbers.

#9 provides another example of these things, (1) the longer column type problem, (2) a sum that ends in 0 and (3) an example that we do carry other numbers besides one.

ASK

for questions and provide any necessary clarification. When providing further explanation, try to restate and apply the questions to the rules.

ASSIGN

Problem A of worksheet #1. After students have sufficient time to complete it, use the Tape - Transparency presentation for this problem to correct it.

DO

the same thing for problem B.

Circulate through the room during the time the students are working the problems 1-5, paying special attention to students you anticipate may have difficulty or those students not getting A and B correct. When giving help, relate the help to the rules and show how the rules apply to the problem.

AFTER

problem B has been corrected using the Tape - Transparency presentation ask by a show of hands the number of students getting both problems A and B right and record those who do with a ✓ on the record sheet.

THEN

⇨ Assign the remainder of the problems to the class.

HELP THOSE STUDENTS HAVING TROUBLE WITH PROBLEMS A AND B.

WHEN

students are through with the worksheet correct it with the class using the transparency #11 which is made from the worksheet.

WHEN

working problem 1-5 for the class BE SURE to make a point on problem 4 that they will not have to carry every time. Tell the class that they have to remember the rule that says: "IF THE ANSWER YOU GET IS MORE THAN 9," and that this is the only time they carry.

ASK

by a show of hands the number of students getting 4 or more of the 5 problems correct. Record these with a ✓ on the record sheet.

PUT

transparency #12 on the projector and follow along with the tape, pointing, etc. as appropriate.

The purpose of this tape - transparency presentation is to review before providing practice.

GIVE

STUDENTS WORKSHEET #2 after the tape - transparency is over.

Assign ONLY the five boxed problems. Work the problems in front of the class and discuss the problem as you correct it.

AFTER CORRECTING

ask by a show of hands and record with a ✓ those students getting 4 or more of the 5 boxed problems on worksheet #2 correct.

THEN YOU HAVE 3 OPTIONS

1. CLASS DOES WELL
   assign the remaining problems of the worksheet and give individual help to the 2 or 3 people needing help as the class works.

2. CLASS DOES WELL, SMALL GROUP DOESN'T
   assign class the rest of the worksheet, have the small group gather around for further instruction with the OPTIONAL transparencies as needed.

3. SIGNIFICANT PART OF CLASS DOESN'T DO WELL
   Use optional transparencies, as needed to provide further instruction to class before assigning the remainder of the worksheet. Be sure to take a score on the rest of the worksheet and record it under optional scoring #1.

Index of Optional Transparencies

#1 Basic Carrying - last column over 10.

#2 Some columns carrying, some not.

#3 (A) 9, no carry (B) Carrying 10

#4 Basic carrying (A) last column over 9 (B) last column under 9.

#5 Carrying more than 1 (column problem)

#6 Column problem, (A) carrying 1 (B) no carry

#7 (A) Basic carrying (B) carrying to 0

IMPORTANT

There are enough review transparencies and review worksheets for about 6 additional days of instruction. Consider the following:

1. Provide a brief (or longer if needed) review each day using a transparency. Make sure to reinforce the rules as you work the problem. It may not be necessary by this time to call them rule 1, 2, and 3, however.

2. Each worksheet has 5 boxed problems, assign these first, correct them and record with a ✓ those who get 4 or more of the 5 problems right on the record form.

3. Then assign the remainder of the problems to the students to do. Provide help for those students not getting 4 or more of the boxed problems right.

4. If need be, use the options listed earlier using the optional transparencies or reuse the review transparencies.

5. It may not be necessary to assign all of the worksheets or all of the problems on a worksheet. HOWEVER, A RULE OF THUMB SHOULD BE, TOO MUCH PRACTICE IS BETTER THAN TOO LITTLE PRACTICE. MAKE SURE THE CONCEPT IS SET BEFORE MOVING ON.

NOTE
Not Assigning all of the Problems

The teacher may use her judgement as to whether the class needs all of the problems assigned on the worksheet during the latter end of the instruction.

NOTE
Later Review

Sheets are also provided to allow reviewing of carrying from time to time during the remainder of the year. These are labeled FOLLOW UP sheets.

REMEMBER

All but the earlier worksheets have problems with and problems without carrying (regrouping) involved.

CORRECTING WORKSHEETS

NOTE
Correcting Worksheets

A transparency is provided for boxed worksheets. This allows you to correct the worksheet in front of the class. In most cases, it will only be necessary to correct the 5 boxed problems this way. HOWEVER, if you notice several students missing a given problem you may want to work it for the class also. Pay special attention for concept errors such as (1) carrying when student shouldn't be carrying, (2) not carrying the number, and (3) not carrying when should i.e recording 13 in the answer row.

NOTE

If more practice is needed, use practice exercises in your textbook.

THE TEST AND RECORD FORM

The final test has, (1) problems with all carrying, (2) problems with some carrying, (3) problems where more than 1 is carried, (4) problems where numbers are carried over a zero, and (5) problems with no carrying. There are also places on the record form for recording if the student is making certain common types of errors. Place a ✓ in the box if these errors are present. When these errors are corrected record a \ over the ✓ making it look like this ✗.

TEST

Score
Process_____
Total_____

Date_____ Name_____

Do these Problems:

(1) 75 + 86	(2) 488 + 224	(3) 47 + 57	(4) 35 + 26
(5) 66 + 24	(6) 92 + 29	(7) 28 + 43	(8) 42 36 + 21
(9) 32 + 46	(10) 76 + 91	(11) 53 + 22	(12) 421 + 635
(13) 329 + 621	(14) 673 + 874	(15) 249 + 446	(16) 390 + 160
(17) 708 + 908	(18) 43 27 + 42	(19) 19 28 + 29	(20) 49 98 + 77

KEYS

Worksheet #1

(1)	62	(2)	52	(3)	164				
(4)	365	(5)	86						

Worksheet #2

(A)	64	(B)	819	(C)	70	(D)	111	(E)	1275
	99		838		1236		1023		152
	83		997		161		160		1196
	200		1110		142		149		988
	132		160		705		1264		1191

Worksheet #3

(A)	40	(B)	615	(C)	1174	(D)	85	(E)	44
	112		419		84		103		76
	171		1025		728		196		62
	867		122		70		97		202
	691		1042		143		165		1247

Worksheet #4

(A)	142	(B)	471	(C)	1260	(D)	510	(E)	98
	1118		123		1442		1323		147
	796		123		65		852		1074
	121		798		97		42		986
	1043		692		989		867		1336

Worksheet #5

(A)	750	(B)	1191	(C)	92	(D)	154	(E)	116
	784		219		143		1029		104
	1082		122		154		130		121
	898		125		95		1335		117
	137		1474		674		260		191

Worksheet #6

(A)	619	(B)	102	(C)	75	(D)	1512	(E)	39
	209		183		999		1211		110
	1135		122		85		831		859
	160		180		156		99		1001
	119		152		1217		976		778

Worksheet #7

(A)	74	(B)	818	(C)	50	(D)	75	(E)	705
	130		329		84		89		612
	172		568		316		160		73
	736		159		408		64		323
	142		1029		359		1163		146

Worksheet #8

(A)	114	(B)	590	(C)	1070	(D)	910	(E)	108
	421		492		145		79		1028
	1399		1170		181		768		1439
	161		985		624		192		351
	213		669		123		109		387

Follow-up Sheet #1				
1007	195	813	84	599
146	119	1365	90	1242
Follow-up Sheet #2				
152	823	816	987	109
97	810	91	625	831
Follow-up Sheet #3				
112	84	1217	510	1067
94	98	110	107	76
Follow-up Sheet #4				
164	636	106	910	98
977	104	947	1017	121
Follow-up Sheet #5				
1799	635	149	985	169
1661	202	867	669	1696
Follow-up Sheet #6				
89	1005	1760	115	936
848	153	1725	155	89
Test				
161	712	104	61	
90	121	71	99	
78	167	75	1056	
950	1547	695	550	
1616	112	76	224	

CARRYING

✓ = 80%

Students may not need to do all of the worksheets or review exercises. However, they should be provided plenty of practice.

	#1 A	#1 B	80% #1-5	Worksheet #2 - 5 boxed	Optional Score #1	Worksheet #3 - 5 boxed	Worksheet #4 - 5 boxed	Worksheet #5 - 5 boxed	Worksheet #6 - 5 boxed	Worksheet #7 - 5 boxed	Worksheet #8 - 5 boxed	TEST Carrys Approp. Times	Carrying Process	Total	Errors ✓ if problem: Records # over 9 in ans	No Add Carried #	No Carry #	+ Facts	+ Process	Follow-up Sheet #1	Follow-up Sheet #2	Follow-up Sheet #3	Follow-up Sheet #4	Follow-up Sheet #5	Follow-up Sheet #6
Possible	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
Jenny	✓					✓		✓	✓			✓	✓	✓						✓		✓		✓	✓
Billy	✓	✓			✓	✓	✓	✓							✓			✓	✓		✓	✓	✓	✓	✓

SAMPLE

CARRYING

✓ = 80%

Students may not need to do all of the worksheets or review exercises. However, they should be provided plenty of practice.

#1											TEST			Errors ✓ if problem												
A	B	80% #1-5	Worksheet #2 - 5 boxed	Optional Score #1	Worksheet #3 - 5 boxed	Worksheet #4 - 5 boxed	Worksheet #5 - 5 boxed	Worksheet #6 - 5 boxed	Worksheet #7 - 5 boxed	Worksheet #8 - 5 boxed	Carrys Approp. Times	Carrying Process	Total	Records # over 9 in ans	No Add Carried #	No Carry #	+ Facts	+ Process	Follow-up Sheet #1	Follow-up Sheet #2	Follow-up Sheet #3	Follow-up Sheet #4	Follow-up Sheet #5	Follow-up Sheet #6	
Possible		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															

CARRYING

✓ = 80%

Students may not need to do all of the worksheets or review exercises. However, they should be provided plenty of practice.

	#1										TEST			Errors ✓ if problem								
	A	80% #1-5	Worksheet #2 - 5 boxed	Optional Score #1	Worksheet #3 - 5 boxed	Worksheet #4 - 5 boxed	Worksheet #5 - 5 boxed	Worksheet #6 - 5 boxed	Worksheet #7 - 5 boxed	Worksheet #8 - 5 boxed	Carrys Approp. Times	Carrying Process	Total	Records # over 9 in ans.	No Add Carried #	No Carry #	+ Facts	+ Process	Follow-up Sheet #1	Follow-up Sheet #2	Follow-up Sheet #3	Follow-up Sheet #4	Follow-up Sheet #5	Follow-up Sheet #6
	B																							
Possible		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													

1

CARRYING RULES
(Regrouping)

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.

2. When you add the next column, add what you carried too.

3. When there are no more columns left, write the whole number you have in the answer.

2

```
  786
+ 646
-----
```

```
   1
  786      6
+ 646    + 6
-----    ---
    2     12
```

more than 9 (Rule 1)

```
  11       1
  786      8
+ 646    + 4
-----    ---
   32     13
```

(Rule 2)

more than 9 (Rule 1)

```
  11       1
  786      7
+ 646    + 6
-----    ---
 1436     14
```

(Rule 2)

Answer

(Rule 3)

3

$$\begin{array}{r} 473 \\ +\ 654 \\ \hline \end{array}$$

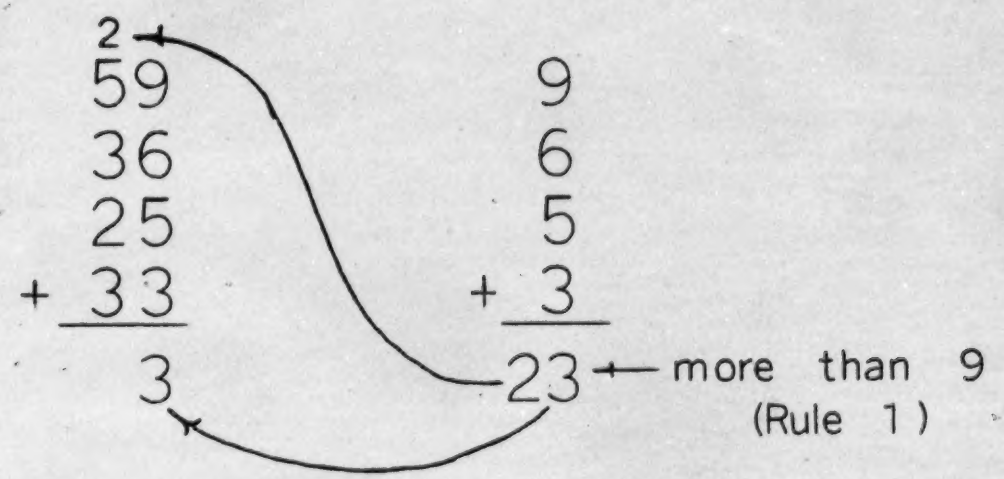
$$\begin{array}{rr} 473 & 3 \\ +654 & +4 \\ \hline 7 & 7 \end{array} \leftarrow \text{not more than 9}$$

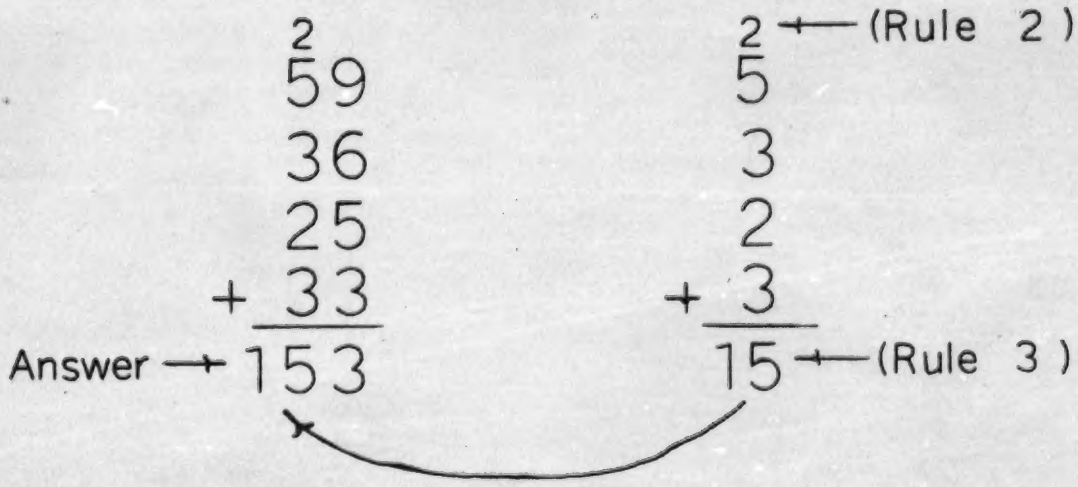
$$\begin{array}{rr} {\scriptstyle 1} & \\ 473 & 7 \\ +\ 654 & +\ 5 \\ \hline 27 & 12 \end{array} \leftarrow \text{more than 9 (Rule 1)}$$

$$\begin{array}{rr} {\scriptstyle 1} & {\scriptstyle 1} \leftarrow \text{(Rule 2)} \\ 473 & 4 \\ +\ 654 & +\ 6 \\ \hline \text{Answer} \rightarrow 1127 & 11 \leftarrow \text{(Rule 3)} \end{array}$$

4

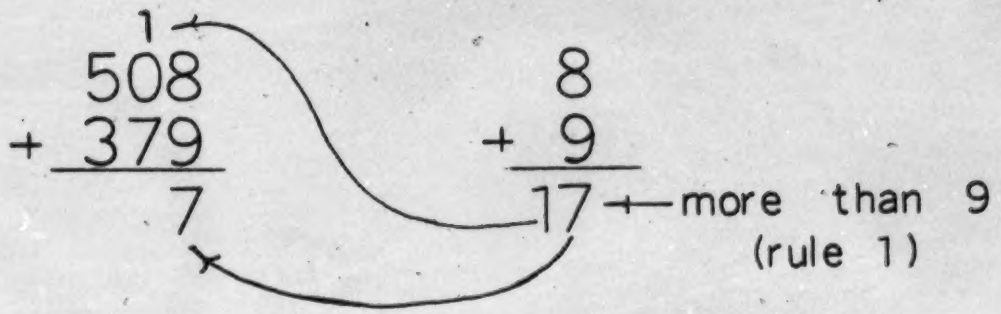
$$\begin{array}{r} 59 \\ 36 \\ 25 \\ +\ 33 \\ \hline \end{array}$$

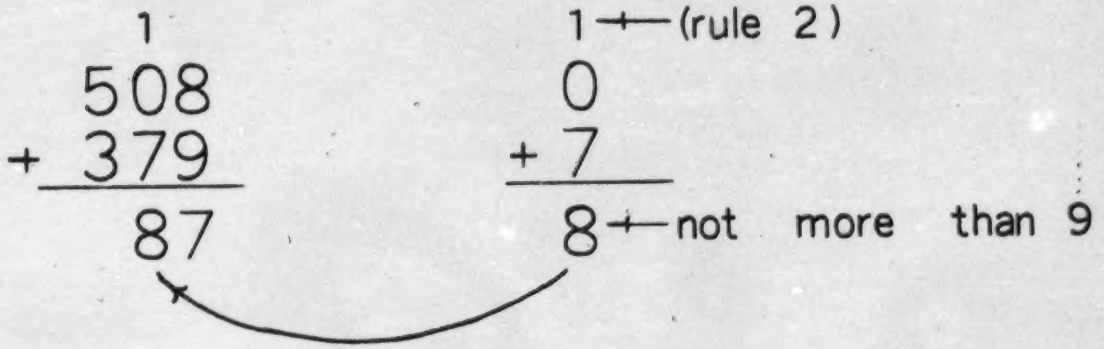


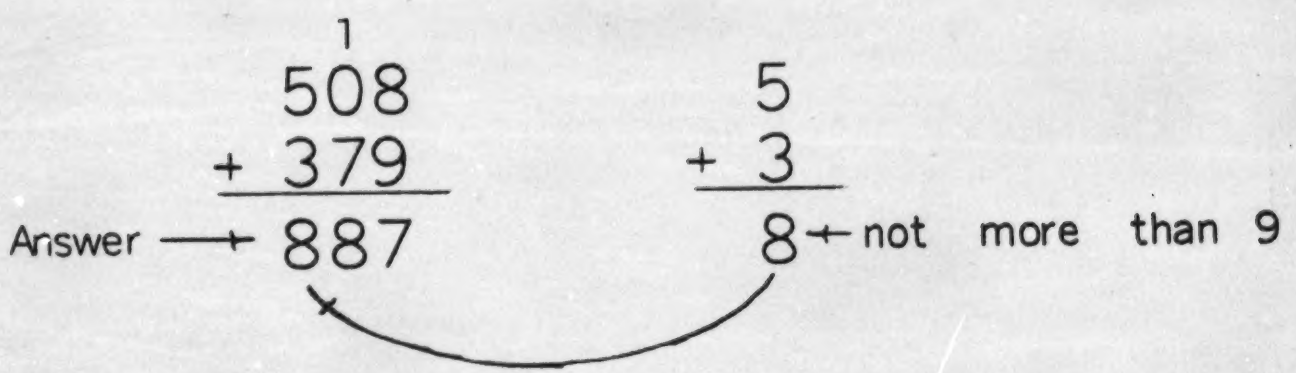


5

$$\begin{array}{r} 508 \\ +\ 379 \\ \hline \end{array}$$







6

$$\begin{array}{r} 985 \\ +\ 784 \\ \hline \end{array}$$

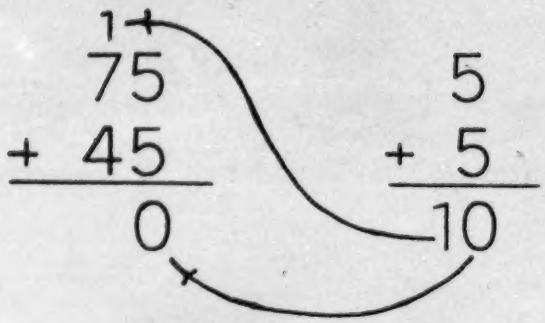
$$\begin{array}{r} 985 \\ +\ 784 \\ \hline 9 \end{array} \qquad \begin{array}{r} 5 \\ +\ 4 \\ \hline 9 \end{array} \leftarrow \text{not more than 9}$$

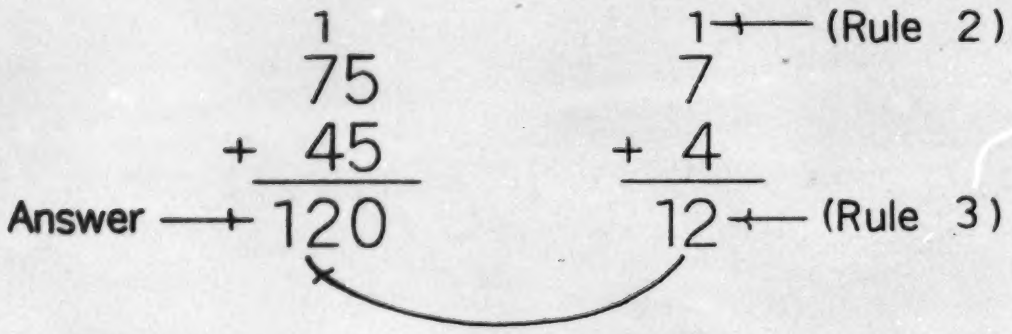
$$\begin{array}{r} {\scriptstyle 1} \\ 985 \\ +\ 784 \\ \hline 69 \end{array} \qquad \begin{array}{r} 8 \\ +\ 8 \\ \hline 16 \end{array} \leftarrow \text{more than 9 (Rule 1)}$$

$$\begin{array}{r} {\scriptstyle 1} \\ 985 \\ +\ 784 \\ \hline \text{Answer} \rightarrow 1769 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \leftarrow \text{(Rule 2)} \\ 9 \\ +\ 7 \\ \hline 17 \leftarrow \text{(Rule 3)} \end{array}$$

7

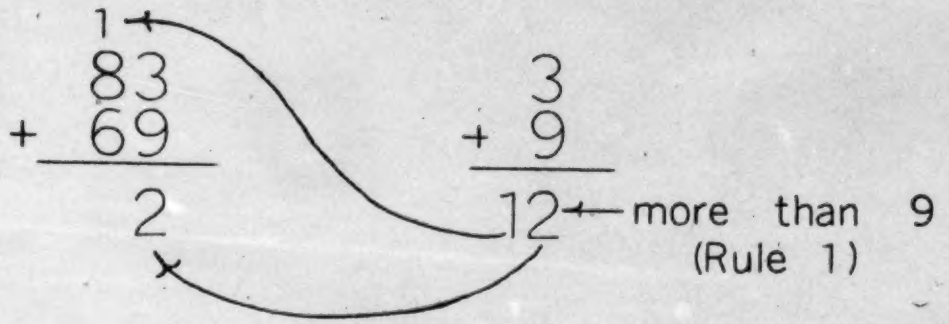
$$\begin{array}{r} 75 \\ +\ 45 \\ \hline \end{array}$$

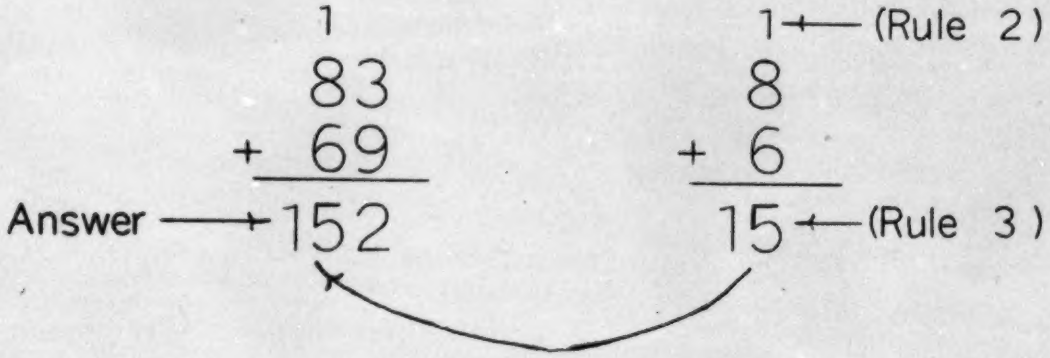




8

$$\begin{array}{r} 83 \\ +\ 69 \\ \hline \end{array}$$

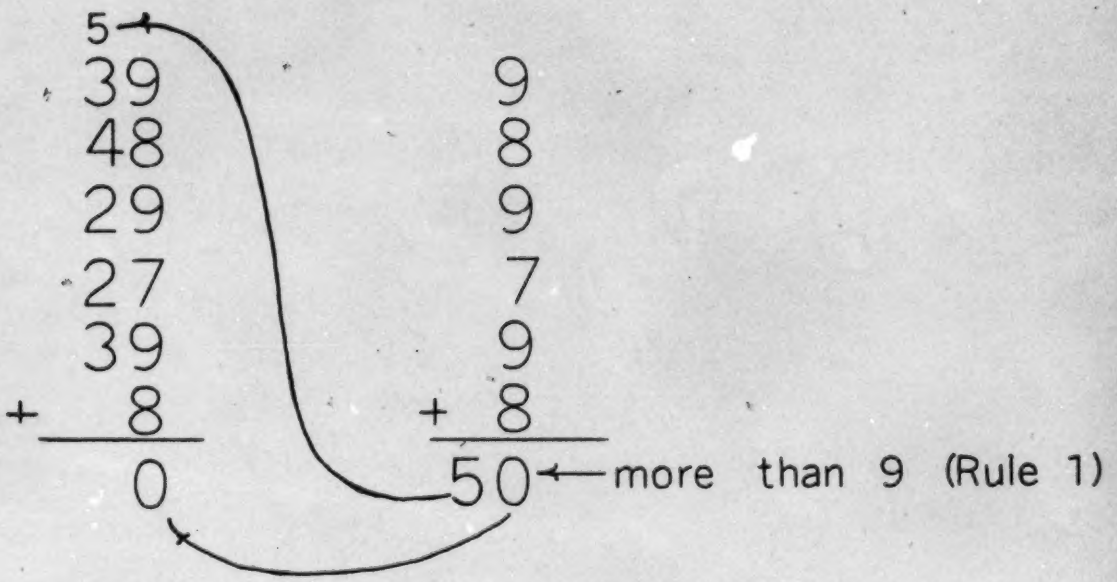


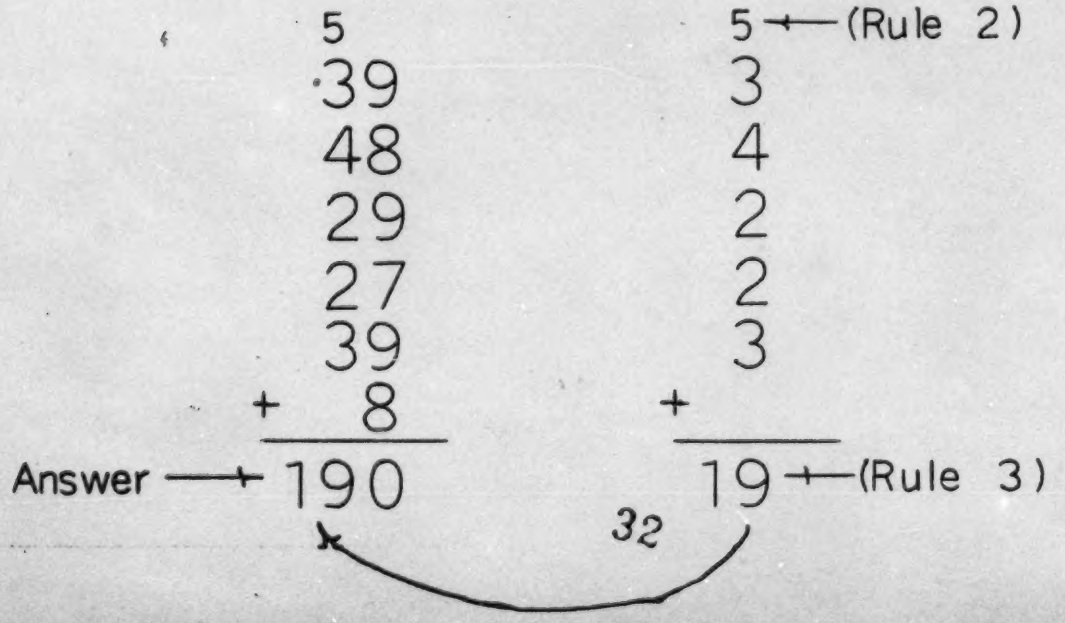


9

Transparency

$$\begin{array}{r} 39 \\ 48 \\ 29 \\ 27 \\ 39 \\ +\ \ 8 \\ \hline \end{array}$$





Transparency

10

-A-

$$\begin{array}{r} 53 \\ +\ 28 \\ \hline \end{array}$$

-B-

$$\begin{array}{r} 83 \\ +\ 37 \\ \hline \end{array}$$

Transparency

11

(1)
$$\begin{array}{r} 26 \\ +\,36 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 27 \\ +\,25 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 75 \\ +\,89 \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 239 \\ +\,126 \\ \hline \end{array}$$

(5)
$$\begin{array}{r} 29 \\ 18 \\ +\,39 \\ \hline \end{array}$$

Transparency

12 A-

$$\begin{array}{r} 37 \\ +\ 47 \\ \hline \end{array}$$

B-

$$\begin{array}{r} 49 \\ 26 \\ 99 \\ +\ 87 \\ \hline \end{array}$$

C-

$$\begin{array}{r} 53 \\ +\ 34 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

1

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 79 \\ -\ 36 \\ \hline \end{array}$$

$$\begin{array}{r} 836 \\ -\ 576 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

2

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 239 \\ +\ 345 \\ \hline \end{array}$$

$$\begin{array}{r} 877 \\ +\ 771 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

3

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.

2. When you add the next column, add what you carried too.

3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 58 \\ +\ 21 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +\ 84 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

4

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 94 \\ +\ 88 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ +\ 49 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

5

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 49 \\ 26 \\ +\ 38 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ 19 \\ 39 \\ +\ 48 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

6

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 35 \\ 71 \\ +\ 85 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ 14 \\ +\ 22 \\ \hline \end{array}$$

OPTIONAL TRANSPARENCY

7

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 359 \\ +\ 869 \\ \hline \end{array}$$

$$\begin{array}{r} 306 \\ +\ 208 \\ \hline \end{array}$$

The following are review transparencies to be used in case additional instruction or explanation are needed.

REVIEW TRANSPARENCY

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 706 \\ +\ 587 \\ \hline \end{array}$$

$$\begin{array}{r} 304 \\ +\ 198 \\ \hline \end{array}$$

REVIEW TRANSPARENCY

1. When you are adding and get an answer more then 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 783 \\ +\ 495 \\ \hline \end{array}$$

$$\begin{array}{r} 871 \\ +\ 206 \\ \hline \end{array}$$

REVIEW TRANSPARENCY

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 67 \\ 38 \\ 54 \\ +\ 91 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ 16 \\ 73 \\ +\ 22 \\ \hline \end{array}$$

REVIEW TRANSPARENCY

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.
2. When you add the next column, add what you carried too.
3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 67 \\ +\ 24 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ +\ 35 \\ \hline \end{array}$$

REVIEW TRANSPARENCY

1. When you are adding and get an answer more than 9, write only the last number under the column and add everything else to the top of the next column.

2. When you add the next column, add what you carried too.

3. When there are no more columns left, write the whole number you have in the answer.

$$\begin{array}{r} 532 \\ +\ 187 \\ \hline \end{array}$$

$$\begin{array}{r} 389 \\ +\ 256 \\ \hline \end{array}$$